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ABSTRACT

Based on the experiences as a researcher and teacher in lower-track, high school Algebra One classrooms, this book illuminates the complex dynamics of the algebra classroom and explores how to really know students, how to find engaging material, and how to inspire meaningful classroom conversations. A teacher's evolving understandings of his students' algebra and teacher-student classroom roles are examined in detail. This book features an analysis of classroom episodes, student experiences, curricular reasoning, and mathematics education itself. Chapters include: (1) "My Algebra Teaching Autobiography--Sandra Callis Bethell: A Brief Teaching Biography"; (2) "Curricular Engagement and Personal Trajectories: 'Motivation' in High School Mathematics"; (3) "Toward a 'Conceptual Understanding' of School Algebra"; (4) "Developing Conversations in the Mathematics Classroom"; and (5) "Portraying Teaching as an Uncertain Craft-Coda: Predicaments of High School Mathematics Teaching." (Contains 255 references.) (ASK)

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